

Create structure in a flexible environment

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [FASD and learning](#)

Includes:

- Classroom layout
 - Create structure in a flexible space
 - Structure and consistent routines
 - Minimise distractions
 - Agree guidelines for behaviour
 - Useful resources
-

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From

Guide: [Fetal alcohol spectrum disorder and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

Suggestion: [Create structure in a flexible environment](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/create-structure-in-a-flexible-environment-2

Classroom layout

Justine Henderson,
Learning Support
Coordinator at
Berhampore School,
explains how the
classroom layout is used
flexibly to respond to the
varying needs of all
students.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#) Closed
Captions

Source:
[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>



Video hosted on Vimeo <http://vimeo.com/159138467>

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Create structure in a flexible space

Set up your environment to minimise students' cognitive load.

Providing support for students' specific needs enables them to work more independently.

Source: [POPFASD \(Canada\)](#)

Closed Captions

Source:

[POPFASD \(Canada\)](#)

https://www.youtube.com/channel/UCWRoE1YnO371Fc_hWx6Pnhg



Play video

Video hosted on Youtube <http://youtu.be/AJqaNNkqxCY>

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Structure and consistent routines

Structure helps ease the stress created by constant change.

A consistent routine supports independence and reduces anxiety and stress.

Source: [WrAP Schools \(Canada\)](#) No captions or transcript

Source:

[WrAP Schools \(Canada\)](#)

https://www.youtube.com/channel/UChuAycUoRt_HkcdbXnKiV_Q



Video hosted on Youtube http://youtu.be/NR-_GTm5MA8

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Minimise distractions

Minimise auditory and visual distractions to help diminish the confusion and frustration many students with FASD experience, and maximise their ability to focus on the task at hand.

Reduce visual distractions

Strategically place the student's seat away from distractions, such as doorways and windows.

Clear the student's desk of everything, except the lesson at hand.

Put away (or out of view) teacher's equipment and books competing for a student's attention.

Reduce auditory distractions

Seat student closest to where you present information.

Seat student next to students who do not distract others.

Provide nonverbal cues that are familiar to the student to help them stay focused and working quietly, for example: use hand signals, move close to student.

Create quiet spots in your classroom.

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Agree guidelines for behaviour

Develop a class
treaty/norms/rules with
the students.

- ▲▲ Use clear, concrete language.
- ▲▲ Agree on 3-4 positively stated rules.
- ▲▲ Display the classroom rules.
- ▲▲ Use picture cues.
- ▲▲ Review rules regularly with the class.
- ▲▲ Role-play classroom rules.
- ▲▲ Use consistent vocabulary when teaching and reinforcing rules.
- ▲▲ Apply the rules consistently.
- ▲▲ Apply agreed consequences immediately when behaviour expectations are not met.

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Useful resources

Environment: For learners with FASD and other complex learning needs

Publisher: POPFASD

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Reach to teach: Educating elementary and middle school children with fetal alcohol spectrum disorders

Publisher: Department of Health and Human Services

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